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ABSTRACT

In order to determine what its graduates were doing immediately after graduation, Lakeland Community College distributed the "Student Outcomes Questionnaire for Program Completers" to all 463 potential June 1975 graduates just prior to graduation. In early 1976 it sent a copy of the questionnaire to those Associate in Applied Business (AAB) or Associate in Applied Science (AAS) graduates who had not completed it in June or who had indicated in June that they were still seeking a job. A 93.3% response rate was obtained. Highlights of the results were that: (1) 71% of the AA recipients, 21% of the AAB recipients, and 16% of the AAS recipients transferred to a four-year institution; (2) 13% of the AA recipients, 64% of the AAB recipients, and 69% of the AAS recipients were working in a job related to their field of study; (3) .5% of the AA recipients, 2.2% of the AAB recipients, and 3.4% of the AAS recipients were still seeking employment; (4) the mean number of years to graduation was 2.7 years; (5) the mean annual salary was $10,137; (6) Industrial Management graduates were the oldest (36), took the longest to complete their studies (3.4 years), had the highest rate of study-related employment (100%), and had the highest salaries ($17,400). Student characteristics (age, sex, ethnic origin, grade point average) are presented and the questionnaire is appended. (DC)

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Graduate Follow-up Study

of

Lakeland Community College Graduates

June, 1975

by

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August, 1977

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HIGHLIGHTS

Some interesting highlights and statistics relating to the June, 1975 graduates follow:

- 93.3 percent of all the graduates responded to the follow-up questionnaire.
- In the AA program, 71 percent transferred to a four-year college and 13 percent were working in a job related to their field of study.
- In the AAB program, 64 percent of the respondents are working in a job related to their field of study; 21 percent transferred to a four-year institution; 3 percent did not respond; 2 percent were seeking employment; and the 10 percent balance were either unavailable for employment or working in a job not related to their field of study.
- In the AAS program, 69 percent of the respondents are working in a job related to their field of study; 16 percent transferred to a four-year institution; 6 percent did not respond; 3 percent were seeking employment; and the 6 percent balance were either unavailable for employment or working in a job not related to their field of study.
- The mean number of years to completion is 2.7 years and the mean salary is $10,137.
- The Industrial Management graduates are the oldest, took the longest to complete their studies and are receiving the highest mean salary of any other individual area of concentration.

- The most frequently attended college or university where the AA graduates stated that they planned on continuing their education on a full-time basis was Cleveland State University and on a part-time basis was Garfield.
- Excluding those programs with three or less total graduates, the area of concentration in which there was the highest rate of related employment was Industrial Management, and the least was Child Development.
- The graduates ranked their educational growth as both most important to them and as Lakeland contributing the most to their growth in this area. The least important growth area perceived by the graduates and the area in which Lakeland contributed the least was the aesthetic and cultural growth area.
- When comparing the graduates ranking of the importance of progress in different growth areas to their ranking of how much LCC contributed to their progress in these areas, the differences were between .5 and .7 (on a scale of 1 to 5, no progress to very much progress.)
- Seventy-seven of the 463 graduates took the opportunity to comment when invited to do so on the bottom of the questionnaire. These appear in the appendix.

MW:fr/46,21

INTRODUCTION

Each year the Research Office has the task of conducting a follow-up study of students who graduate from the various instructional programs. This is the follow-up study of those students who graduated from Lakeland in June, 1975. This study does not include September graduates, nor does it include the numerous other students who complete various phases of programs and obtain jobs without graduating or others who transfer to four-year colleges without graduating from Lakeland.

The 1975 study as well as prior Lakeland follow-up studies from 1972 to 1974 were designed to collect basic and descriptive types of information to determine:

- What happened to the graduates after they left Lakeland Community College?
- What firms employ them?
- What are job titles and salaries?

The above information is useful in assisting Lakeland to meet its Federal and State reporting obligations on retention and program completion. These studies also include the option for graduates to relate their opinions about the quality and/or quantity of instruction received.

For the 1975 follow-up, we decided to use the NCHEMS Students Outcomes Questionnaire (SOM). What are the "students outcomes" measured with the NCHEMS SOM questionnaire? Student outcomes as defined by NCHEMS are "the result or consequence of a student's enrollment in an education program." The outcomes measured include information on students:

- demographic background
- goals
- aspirations
- educational plans
- attitudes
- occupational choices

LIMITATIONS

As mentioned earlier, the data is extremely useful for reporting purposes. The descriptive data is at best an indicator, but certainly cannot respond in a definitive way to the evaluative questions of specific programs. Questions such as how well is a specific program accomplishing its institutional objective must take into account many other variables and is material for another study which is not covered here. The student growth and development measures, however, are presented here for the first time to lend added information and insight into the student's own participation of how well he or she met his goals and what role Lakeland played in meeting them.

CH:bt/18

PROCEDURE

Each potential 1975 graduate was asked in a letter to fill out the NCHEMS questionnaire prior to graduation. A specific time schedule and central location was made available to them.

Basic demographic data was preprinted by the computer on labels and these labels were fixed to each questionnaire. These labels individualized the questionnaires and included name, address, date of birth, sex, student I.D. No., and program in which the records indicated each student as graduating. The labels would also allow the student to update any basic data that might be an error.

Using the pre-graduation procedure we would:

- Have a larger number of students providing data
- Have a captive audience
- Be able to deliver preliminary tabular follow-up data during the summer as opposed to the prior method of September follow-up which delayed any follow-up data until the summer following graduation
- Not have all the students' definite job or career plans. In fact, 28.9 percent of the respondents did not have definite occupation plans at the time of the survey. Any graduate who did not complete his/her questionnaire within the specific time was mailed a questionnaire after graduation.

In early 1976, a shortened version of the original NCHEMS questionnaire was mailed out to only AAB or AAS graduates who (1) did not respond during the pre-graduation or June mail follow-up, or (2) indicated in their original May or June response that they were "seeking" a job--either a new one or one relating to their field.

Each questionnaire was validated for consistency and coded. The data processing department key punched and processed the questionnaires using the NCHEMS software with adjustments to process additional institutional questions.

The statistical summary obtained from this procedure follows:

Table I

Total Graduates

N = 463

May/June respondents		387
August mail post follow-up (those who did not respond in May/June)	76	
Mail returns from August		36
Spring mail post follow-up	92	
First time respondents in Spring		9
Total usable respondents		432
Non respondents		31
Total Graduates		463

Types of Degrees Earned

Among the 463 degrees awarded, Associate in Arts degrees (AA) represented 42.8% of the total, Associate in Applied Business degrees (AAB) represented 19.9%, and Associate in Applied Science degrees (AAS) represented 37.3% of the total. The group of 432 respondents contained 41.7% of its graduates in the AA degree program, 20.6% in the AAS degree program, and 37.7% in the AAS degree program. The overall return rate was 93.3% of the graduates responding to the initial or second questionnaire. The respondents by degree programs are equally distributed among the total graduates.

The statistical summary of the percent of graduates and programs follows:

Table II
Graduates and Respondents
By Degree Earned

	Total Graduates		Responding Graduates		
Degree Program	Total Graduates	Percent of Total	Total Respondents	Percent of Respondents	Percent of Total Graduates In Program
AA	198	42.8%	180	41.7%	90.1%
AAB	92	19.9%	89	20.6%	96.7%
AAS	173	37.3%	163	37.7%	94.2%
TOTAL	463	100 %	432	100 %	93.3%

MW:ff/65

Employment/Transfer Status

The actual employment/transfer status of the responding graduates by degree type AA, AAB, and AAS are listed individually and as an aggregate of all June 1975 graduates in Table III. Some interesting observations follow:

- Almost half of all graduates are employed, and of those, over 90 percent are employed in a field related to their education program.
- Over 40 percent of all graduates are planning on continuing their education at a four-year institution.
- Less than two percent of all graduates stated they are seeking employment.
- The vast majority of AA graduates are continuing their education while a majority of both the AAB and AAS graduates are working in a field related to their education.

The following two tables, IV and V, are a breakdown of the totals in the AAB and AAS programs by area of concentration relating to their employment/transfer status.

MW:ff/101

Table III
Employment/Transfer Status of
June 1975 Responding Graduates
by Degree Program

Degree Program	Number of Graduates	Related Employment	Non-related Employment	Seeking Employment	Transferred to 4-Year Institution	Unavailable	No Response
AA	198	26	3	1	141	0	27
Percent	100%	13.1%*	1.5%	.5%	71.2%*	0%	13.7%
AAB	92	59	4	2	19	5	3
Percent	100%	64.1%*	4.3%	2.2%	20.7%*	5.4%	3.3%
AAS	173	119	10	6	27	1	10
Percent	100%	68.8%*	5.8%	3.4%	15.6%	.6%	5.8%
Total	463	204	17	9	187	6	40
Percent	100%	44.1%	3.7%	1.9%	40.4%	1.3%	8.6%

*The figures in the "related employment" and "transfer to a four-year institution" columns are mutually exclusive. A graduate working full time but planning to attend a four-year college part time was considered as "employed" not as a "transfer." A graduate planning to attend a four-year college full time but would be working part time was considered as a "transfer" not as "employed."

MKW:em/100

Table IV
Employment/Transfer Status of
June 1975 Responding Graduates
by Area of Concentration
Within AAB Program
(N=92)

Area of Concentration	Number of Graduates	Related Employment	Non-related Employment	Seeking Employment	Transferred to 4-Year Institution	Unavailable	No Response
Accounting	10	6			3	1	
Banking and Finance	5	4			1		
Business Management	25	13	4	1	5		2
Data Processing	16	13			3		
Graphic	3	1		1	1		
Industrial Management	8	8					
Retail	3	3					
Secretarial Science	22	11			6	4	1
Total	92	59	4	2	19	5	3
% of Total AAB Graduates	100%	64.1%	4.3%	2.2%	20.7%	5.4%	3.3

MKW:em/32

Table V
Employment/Transfer Status of
June 1975 Responding Graduates
by Area of Concentration
Within AAS Program
(N=173)

Area of Concentration	Number of Graduates	Related Employment	Non-related Employment	Seeking Employment	Transferred to 4-Year Institution	Unavailable	No Response
Dental Hygiene	26	17	1	3	4		1
Medical Lab Tech.	16	14			2		
Nursing	66	53		3	8		2
Civil/Architect Engineering	7	3			4		
Electronic Engineering	13	9			4		
Environmental Engineering	3	1			2		
Industrial Engineering	5	3					2
Mechanical Engineering	9	8			1		
Child Development	8	3	3			1	1
Law Enforcement	20	8	6		2		4
Total	173	119	10	6	27	1	10
% of Total AAS Graduates	100%	68.8%	5.8%	3.4%	15.6%	.6%	5.8%

MKW:em/84

Selected Characteristics of Responding Graduates

Table VI, VII, and VIII describe other selected, self-reported characteristics of the responding graduates both by degree (Table VI) and by area of concentration with the AAB and AAS degree programs (Table VII and VIII). These characteristics are:

- Age
- Years to completion
- Student Reported Grade Point Average
- Salary (Annualized)

Within the terminal occupational programs, the highest mean annualized salary was in the Industrial Management program at $17,400. It is important to note, however, that this business concentration has the highest median age, 36 years old, and the longest years to completion, 3.4. Students in this program generally have been employed for a long period and the salaries in no way represent entry-level salaries.

The lowest annualized salary is in the Retailing program and the students represent a median age of 22 years and 2.75 median years to completion.

There is virtually no difference in the annualized salaries in the combined concentrations in AAS and the combined concentrations in AAB. AAS mean salary is $10,430 and AAB, $10,338.

Deleting the highest and lowest mean annual salaries, the mean salaries range from $7,095 to $13,500. The most frequent mean salary range is from $9,000 to $11,000 and includes the Banking and Finance, Business Management, Dental Hygiene, Nursing, Electric Engineering, Child Development, and Civil/Archtectural Engineering programs.

MW:ff/92

Table VI

Selected Characteristics of June 1975

Responding Graduates by Degree Type

	Age		Years to Completion		Student Reported GPA		Salary (Annualized)
Degree Type	Mean	Median	Mean	Median	Mean	Median	Mean
AA	24.4	21.5	2.5	2.0	3.0	2.9	$ 9,788
AAB	26.7	24.4	2.8	2.3	3.0	2.9	10,338
AAS	25.8	24.0	2.9	2.7	3.0	2.9	10,430
TOTAL	25.4	23.0	2.7	2.3	3.0	2.9	10,137

MKW:cw/107

Table VII

Selected Characteristics of June 1975

Responding Graduates by Area

of Concentration Within

AAB Degree Program

Area of Concentration	Age		Years to Completion		Student Reported GPA		Salary (Annualized)
	Mean	Median	Mean	Median	Mean	Median	Mean
Accounting	27.9	22	2.9	2.25	3.0	2.9	$ 8,395
Banking & Finance	27.0	24	3.0	2.75	2.9	2.9	10,125
Business Management	25.0	23	2.5	2.75	2.9	2.9	9,516
Data Processing	24.2	24	3.8	3.25	3.2	3.1	11,435
Graphics	30.2	22	1.5	.25	2.5	1.9	* *
Industrial Mgmt.	35.9	36	3.4	2.75	3.1	3.1	17,400
Retailing	21.9	22	2.7	2.75	3.1	3.1	6,740
Secretarial Science	21.7	22	2.2	1.75	3.1	3.1	7,095
Mean of AAB	26.7	24.4	2.8	2.3	3.0	2.9	10,338

** not listed because only one responding graduate employed

MW:ar/14

Table VIII

Selected Characteristics of June 1975

Responding Graduates by Area

of Concentration Within

AAS Degree Program

Area of Concentration	Age		Years to Completion		Student Reported GPA		Salary (Annualized)
	Mean	Median	Mean	Median	Mean	Median	Mean
Dental Hygiene	22.7	22	2.1	1.75	2.8	2.9	$ 9,476
Medical Lab.	22.0	21	2.1	1.75	3.0	2.9	8,218
Nursing	28.6	26	2.8	2.75	3.0	2.9	10,560
Civ./Arch. Eng.	26.7	27	2.9	2.25	3.1	3.1	10,400
Electric Eng.	25.3	24	3.2	2.75	3.0	3.1	9,879
Environmental Eng.	21.7	23	2.6	2.75	2.6	2.7	* *
Industrial Eng.	30.1	27	4.6	4.25	2.8	2.5	13,247
Mechanical Eng.	32.0	31	4.0	3.75	3.2	3.5	13,500
Child Development	22.0	20	1.8	1.75	3.3	3.1	9,953
Law Enforcement	26.7	22	2.9	2.75	2.7	2.7	11,067
Mean of AAS	25.8	24	2.9	2.7	3.0	2.9	10,430

** not listed because only one responding graduate employed

MW:ar/525

Summary of Questionnaires

Table IX is a summary of the frequency and percent of respondents to certain categories of the questionnaire. Some interesting observations are:

- 77.9 percent of the graduates' ages are between 20 and 29
- 95 percent of the graduates finished their degree program within approximately five and one-half years; the mean being 2.7 years
- About one-third (32.3%) of the graduates transferred credits to Lakeland upon entering

Table X is the "summary of respondents' attitudes toward their progress in growth areas." The actual frequency of the total for each ranking is listed in the appropriate box. The mean of all the responses to each individual growth area is then listed to the left. In all the areas, the graduates ranked their growth progress higher than their perception of Lakeland's contribution to their progress in growth areas.

Lakeland contributed most to their educational growth (mean 4.1), and this area was also the most important to them (mean 4.6). Lakeland contributed least to their aesthetic and cultural growth (mean 3.1), and this area was also the least important to them (mean 3.7). The graduates viewed both their vocational/professional growth and their personal growth equally as important to them and as Lakeland having contributed equally to each area. Table XI lists the growth areas in order as ranked by the graduates and shows the discrepancy scores between their perception of their growth at Lakeland Community College and its importance to them.

The next two tables, XII and XIII, list the schools where the AA graduates are planning to transfer and the employers' addresses and job titles of the AAB and AAS graduates. Both of these lists are student

reported and not verified with individual schools or employers. Many of the graduates indicated that they were still considering between two schools or job offers. These are not taken into account or listed in any way.

Finally, the Appendices contain the comments of the June 1975 graduates (Appendix A) and a list of the steps for the completion of the follow-up (Appendix B).

MW:ff/18,19

Table IX

Summary of Questionnaire
N = 421

	FREQUENCY	PERCENT OF RESPONDENTS
AGE		
Below 18	0	0.0
18-19	0	0.0
20-21	123	29.2
22-25	140	33.3
26-29	65	15.4
30-35	43	10.2
36-up	49	11.7
No Response	1	0.2
Mean Age	25.40	
Median Age	23.00	
Standard Deviation	6.63	
SEX		
Male	239	56.8
Female	182	43.2
CIVIL RIGHTS CATAGORY		
American Indian, Alaska Native	2	0.5
Asian, Pacific Islander	0	0.0
Black/Negro	2	0.5
Hispanic	2	0.5
White, Not Hispanic	380	90.2
No Response	35	8.3

MW:ff/40

	FREQUENCY	PERCENT OF RESPONDENTS
YEARS TO COMPLETE PROGRAM		
Less than 1	13	3.1%
1 to 2	161	38.2
2 to 3	130	30.9
3 to 4	52	12.3
4 to 5	21	5.0
5 to 6	13	3.1
6 to 7	17	4.0
7 and up	7	1.7
No Response	7	1.7

Mean years to completion	2.70
Median years to completion	2.25
Standard Deviation	1.45

TRANSFER CREDITS UPON ENTERING LAKELAND COMMUNITY COLLEGE		
Transfer credits	136	32.3%
Not Transfer Credits	284	67.5
No Response	1	0.2

STUDENT REPORTED GRADE POINT AVERAGE		
0 - 2.0	11	2.6%
2.0 - 3.0	200	47.5
3.0 - 4.0	182	43.2
No Response	28	6.7

MW:ff/14

SUMMARY OF RESPONDENTS ATTITUDES TOWARD THEIR PROGRESS IN GROWTH AREAS

There are many reasons for pursuing education, some of which are listed below. In thinking over your educational experience, how much do you think *this institution* contributed to your progress in each area? (Check the appropriate box to the right of each category.)

		No Progress (1)	Little Progress (2)	Moderate Progress (3)	Much Progress (4)	Very Much Progress (5)	Mean
A.	*Intellectual Growth:* Your ability to understand and use concepts and principles from several broad areas of learning.	4	14	106	186	111	3.9
B.	*Social Growth:* Your understanding of other people and their views; your experience in relating to others.	13	31	137	146	92	3.7
C.	*Aesthetic and Cultural Growth:* Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.	30	101	144	90	51	3.1
D.	*Educational Growth:* Your understanding of a particular field of knowledge; your preparation for further education.	4	11	88	158	152	4.1
E.	*Vocational and Professional Growth:* Your preparation for employment in a particular vocational or professional area.	13	40	94	121	134	3.8
F.	*Personal Growth:* Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.	15	21	114	151	114	3.8

Table X

How important is that progress to you? (Check the appropriate box to the right of each category.)

		Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)	
A.	*Intellectual Growth:* Your ability to understand and use concepts and principles from several broad areas of learning.	1	3	52	145	209	4.4
B.	*Social Growth:* Your understanding of other people and their views; your experience in relating to others.	1	5	57	141	206	4.3
C.	*Aesthetic and Cultural Growth:* Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.	4	46	133	109	116	3.7
D.	*Educational Growth:* Your understanding of a particular field of knowledge; your preparation for further education.	0	4	25	116	262	4.6
E.	*Vocational and Professional Growth:* Your preparation for employment in a particular vocational or professional area.	0	8	34	115	245	4.5
F.	*Personal Growth:* Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.	4	1	30	108	259	4.5

Table XI

Ranking of Respondents Perceptions of Growth

Importance to graduate of progress in growth areas

	Rank
Educational Growth	1
Personal Growth	2
Vocational/Professional Growth	2
Intellectual Growth	4
Social Growth	5
Aesthetic/Cultural Growth	6

Contribution of Lakeland to progress in growth areas

	Rank
Educational Growth	1
Intellectual Growth	2
Personal Growth	3
Vocational/Professional Growth	3
Social Growth	5
Aesthetic/Cultural Growth	6

Discrepancy scores between Lakeland's contribution and the importance of growth in that area.

Intellectual Growth	.5*
Social Growth	.6
Aesthetic/Cultural Growth	.6
Educational Growth	.5
Vocational/Professional Growth	.7
Personal Growth	.7

* The mean of all responding graduates' ranking of the contribution by LCC less the mean of the graduates' ranking of the importance of their progress.

MW:ff/18b

Table XII

Colleges and Universities, June 1975

AA Graduates are Attending

College or University	Full-Time Attendance	Part-Time Attendance
Akron University	3	1
Bowling Green State University	11	--
Case Western Reserve University	1	1
Cleveland External Degree Program	--	1
Cleveland State University	25	6
College of William and Mary (Virginia)	1	--
Colorado State	1	--
Flordia Institute of Technology	1	--
Garfield	12	20
Huron Road Hospital School of Nursing	1	--
John Carroll University	1	2
Kent State University	13	2
Malone College	1	--
Miami University	2	--
Ohio Northern	1	--
Ohio State University	13	--
Ohio University	1	--
Thiel	1	--
University of Cincinnati	1	--
Ursuline College	1	1
Westminster College	1	--
Youngstown State	1	--

MW:ff/35

Table XIII

EMPLOYERS AND JOB TITLES

AAB GRADUATES

ACCOUNTING

Bill's Clothes Euclid, Ohio	Salesman
Bud Radio, Inc. Willoughby, Ohio	Accounting Supervisor
Lake County Painesville, Ohio	
Lubrizol Corp. Wickliffe, Ohio	Cost Accountant

BANKING & FINANCE

Central National Bank Cleveland, Ohio	Account Representative
Euclid National Bank Beechwood, Ohio	
Lakeshore Trust Company Painesville, Ohio	
St. Clair Savings Euclid, Ohio	Teller

BUSINESS MANAGEMENT

Bailey Meter Company Wickliffe, Ohio	Quality Engineer
Best Products Co. Inc. Willowick, Ohio	Assistant Department Manager
Bitzer Furnture Company Painesville, Ohio	Sales
Carlisle's Ashtabula	Group Manager
Eaton Axle Division Cleveland, Ohio	Test Engineer

J. C. Penneys Richmond Hts.	Security Manager
J & J Machine Co. Euclid, Ohio	Bookkeeper
JoAnn Fabrics Richmond Hts.	Sales Clerk
Lakeland Community College Mentor, Ohio	Cashier Clerk
Machine Controls Corp. Mentor, Ohio	Executive Secretary
Steven Business Interiors	
Strumbly Realty Company Euclid, Ohio	Real Estate Salesman
Telex Computer Products Euclid, Ohio	District Manager Field Service
V. S. Beverage Cleveland, Ohio	Owner

DATA PROCESSING

Ernst & Ernst Cleveland, Ohio	Distribution Clerk
Euclid, Inc. Euclid, Ohio	Programmer
Lake County Auditor Painesville, Ohio	Junior Operator
M.D.S.I. Beechwood, Ohio	Programmer
Sherwood Retracteries Cleveland, Ohio	Computer Operator/Programmer
Systemation, Inc. Beechwood, Ohio	Systems Consultant
Towmotor Corp. Mentor, Ohio	Management Trainee

GRAPHICS

S & S Merchandise Cleveland, Ohio	General Manager

INDUSTRIAL MANAGEMENT

Ball Rubber Division Chardon, Ohio	General Foreman
Diamond Shamrock Corp. Ashtabula, Ohio	Production Clerk
Macco Adhesives Wickliffe, Ohio	
Solon Manufacturing Co. Chardon, Ohio	Tool & Die Maker
Structural Fibers, Inc. Chardon, Ohio	Manager of Inventory and Production Control
T.R.W. Cleveland, Ohio	Industrial Engineer
Warner & Swasey Company Cleveland, Ohio	Product Line Supervisor

RETAILING

May Co. Mentor, Ohio	Department Manager
Syracuse Adhesives Co. Cleveland, Ohio	Inside Sales

SECRETARIAL SCIENCE

Conway, Hribar, and Amirault Co., LPA Cleveland, Ohio	Legal Secretary
Guth and Sirvaitis, Attorneys at Law Cleveland, Ohio	Legal Secretary
Internal Revenue Service Cleveland, Ohio	Legal Secretary

MW;mb/15,29,25

AAS GRADUATES

CHILD DEVELOPMENT

Chester Co-op Playschool	Teacher
Child Development Center	Child Care Worker
Paul Harris, Inc. Richmond Hts., Ohio	Salesperson
Saxon Meats Euclid, Ohio	Meat wrapper - clerk
Young Horizons Pre-School, Inc. Mayfield Hts., Ohio	Teacher

CIVIL/ARCHITECTURAL ENGINEERING

Burgess & Niple, Ltd. Mentor, Ohio	Engineering Aide & Party Chief
E. I. DuPont Cleveland, Ohio	Structural Designer

DENTAL HYGIENE

Dr. H.D. Fowler, Willoughby Hills, Ohio and Mentor Dental Group, Mentor, Ohio	Dental Hygienist
Dr. P.C. Haggerty Boardman, Ohio	2 Dental Hygienists
Dr. R. Lipsin Madison, Ohio	Dental Hygienist
Dr. L. Malik Wickliffe, Ohio	Dental Hygienist
Dr. C. Maltbie Youngstown, Ohio	Registered Dental Hygienist
Dr. W. R. McCune Freemont, Ohio	Dental Hygienist
Stretch-n-Sew Mentor, Ohio	Salesperson

DENTAL HYGIENE (cont.)

Dr. J. Vishey Chagrin Falls, Ohio	Registered Dental Hygienist

ELECTRONICS ENGINEER

Bailey Meter Company	Assoc. Neculear Technician Electronic Draftsman Electronic Technician
G.S.A. P.B.S. Cleveland, Ohio	Electronics Control Mechanic
Haughton Elevator Toledo, Ohio	Jetway Service
Krogers Painesville, Ohio	Stock Clerk
Ohio Nuclear, Inc. Solon, Ohio	Electronics Technician
Zagar, Inc. Cleveland, Ohio	Electronics Technician/Engineer

ENVIRONMENTAL ENGINEER

Willoughby Water Pollution Control Center Willoughby, Ohio	Water Pollution Control Trainee

INDUSTRIAL ENGINEERING TECHNOLOGY

Bailey Meter Company Wickliffe, Ohio	Buyer
Towmoter Mentor, Ohio	Trainee
Victor R. Browning & Co. inc. Willoughby, Ohio	Chief Electrical Engineer

LAW ENFORCEMENT

Chester Police Department Chesterland, Ohio	Patrolman

LAW ENFORCEMENT (cont.)

Cleveland Police Department Cleveland, Ohio	Police Cadet
Cutco Corp. (Subsidiary of Alcoa)	Salesman
East Cleveland Police Department East Cleveland, Ohio	Detective
Lake County Sheriff Department Painesville, Ohio	Deputy Sheriff
Lakeland Community College Mentor, Ohio	Security Officer
Madison Twp. Police Department Madison, Ohio	Patrolman
Orange Police Department Orange, Ohio	Cheif of Police

MECHANICAL ENGINEERING TECHNOLOGY

Auther G. McKee Co. Independence, Ohio	2 Design Drafting Trainee
Addressograph Multigraph Corp. Solon, Ohio	Senior Designer
Picker Corp. Highland Hts., Ohio	Senior Designer
Reliance Electric Co. Ashtabula, Ohio	Mechanical Designer
Towmotor Mentor, Ohio	Designer
W. S. Tyler Co. Mentor, Ohio	Sales Engineer

MEDICAL LAB TECHNICIAN

Ashtabula Hospital Ashtabula, Ohio	Medical Lab Techincian
Cleveland Clinic Cleveland, Ohio	Medical Lab Techincian

MEDICAL LAB TECHNICIAN (cont.)

Geauga Community Hospital Chardon, Ohio	Medical Lab Technician
Lake County Memorial Hospital Painesville, Ohio	2 Medical Lab Technicians
National Health Check Euclid, Ohio	Lab Technician
Richmond Hts. General Hospital Cleveland, Ohio	Medical Lab Technician

NURSING

Brentwood Hospital Warrensville Hts., Ohio	Registered Nurse
Euclid General Hospital Cleveland, Ohio	Registered Nurse
Geneva Memorial Hospital Geneva, Ohio	Staff Nurse
Hardin Memorial Hospital Elizabethtown, Kentucky	Registered Nurse
Hillcrest Hospital Mayfield Hts., Ohio	3 Registered Nurses
Huron Rd. Hospital Cleveland, Ohio	Registered Nurse
Kaiser Foundation Hospital Cleveland, Ohio	Registered Nurse
Lake County Memorial Hospital Painesville, Ohio	Registered Nurse
Mt. Sinai Hosptial Cleveland, Ohio	6 Registered Nurses 2 Graduate Nurses Staff Nurse Charge Nurse
Richmond Hts. General Hospital Cleveland, Ohio	Head Nurse Registered Nurse

NURSING (cont.)

St. Lukes Hospital Cleveland, Ohio	2 Registered Nurses Staff Nurse
University Hospital Cleveland, Ohio	Registered Nurse 4 Staff Nurses
V. A. Hospital Cleveland, Ohio	2 Registered Nurses Staff Nurse

MW:mb/73,96,59,93,519

Appendix A

COMMENTS OF 1975 GRADUATES

Comments: AA Degree

Respondent Number

3. At times the school as a whole does not contribute much to preparing the students in developing their own interests. The student's role in society, at times, is stifled by too much censorship of material that is posted on the bulletin boards and in the paper. The information is too neutral which causes many people around the school to feel too apathetic.

19. This school is a small school but it is okay.

20. Since I am not a Vietnam refugee, I have been unable to secure summer employment and a loan for school for next year. As a result, this questionnaire will be null and void because, due to financial stress, I will not be able to further my education.

22. By no means take this to be fact for I am not sure of my own future plans. This school has opened the door to further personal, educational, and career growth for me.

23. The particular area in which I received the most help was English, thanks to Mr. _____, an outstanding man and teacher.

25. A two-year program is a waste of time and money when you want to transfer to an accredited four-year program. For example, C.S.U. runs on a four point system per class and L.C.C. runs on a three point system. Therefore, it is necessary to go one quarter longer at L.C.C. because to transfer credits they accept the three quarters for their eight two quarters. Then a counselor supposedly plans the student's program so that credits are transferable. When students go to apply at different colleges, the classes that are needed often require another full year of school. The student, therefore, has wasted two years of college and should have enrolled in the four-year program in the first place.

30. Lakeland is a superb college. It doesn't intend to specialize in my major, 275 (Elementary Education), and it doesn't. I am pleased to have had the opportunity to attend Lakeland. The instructors are very competent.

AA Comments (cont.)

34. My education at Lakeland did not influence my decision in the field I choose, because I had been working closely with the mentally retarded for a long time. I suggest that this field may be opened here for those considering this career in the future. It may be beneficial for them.

36. I started with the idea of getting at least two years of college as a personal achievement and to improve my education. I had an inferior high school education and I feel this too has upgraded that considerably.

37. Even though I don't plan to use my degree directly to my future plans, I think it was an awakening and worthwhile experience.

39. I have certainly enjoyed my studies at L.C.C. and have encouraged several friends to take advantage of this school. After receiving my AA Degree, I intend to continue taking courses at L.C.C.

43. I would suggest that the school evaluate its teachers more closely. A few bad ones have escaped their careful scrutiny.

44. The only problem with being a part-time/night student is little time for extra curricular activities. The two "not required" field trips with Mr. _____ helped.

49. I believe I got a lot out of Lakeland. The only area lacking at Lakeland is understaffed counselling office. I don't think that they are in touch enough with the students. I always felt like I was imposing on their time when I went to see them.

50. I think that as a community college Lakeland is very good. However, it does not have the academic atmosphere of a four-year institution which is essential for serious students. That is undoubtedly the result of its attempt to appeal to the community as a whole.

70. Lakeland has been a great help to me in many ways and I have enjoyed my educational career here very much.

75. In question 23, I feel I made little progress in those areas because I did not need anything in those areas at this time. Lakeland has helped secure a degree which no other school could have done at this time.

76. It would have helped me to complete this form had I been warned to bring along some information such as grade point accumulation, month and day started, and full- and part-time quarters attended.

AA Comments (cont.)

78. I have enjoyed my time at Lakeland and feel that even though I am an older student, I still fit in. Lakeland is truly a community college.

79. The institution did not contribute much to aesthetic growth because I have always been involved in music, literature, etc. My activities were simply continued with only slight increases in progress attributed to the institution.

80. Lakeland proved to be most rewarding educational experience in my life because it helped me to develop a positive self-concept and instilled a desire within me to continue my educational experiences. I enjoyed every professor and class that I attended.

85. I think that much of my growth mentioned in the above areas would have developed naturally simply by maturing. However, I do believe that L.C.C. played some role in my development, although I question how much.

88. I think Lakeland is a fine institution and I have enjoyed my experience there. Having attended two quarters at Cuyahoga Community College, I can well appreciate the fine quality of both faculty and students at Lakeland. There is just no comparison!

94. Lakeland is a fine institution, although it could be better if it had the help and cooperation of more students, especially in sports.

97. Lakeland offers to its students an excellent opportunity for a good education at a small tuition fee. You are known by your name, not your number. I really hate to leave.

100. The Physical Education Department should be increased with more course offerings for potential Physical Education majors.

102. This questionnaire is somewhat long and confusing.

105. No comment other than thank you for the opportunity to attend Lakeland.

106. Lakeland is a good two-year school. You can take all your general requirements and basic fundamentals neccessary for your degree here which makes it alot easier when you go to transfer.

111. The lighting in the parking lot is terrible. There is absolutely no excuse. Someone could get mugged because of it.

AA Comments (cont.)

112. I think Lakeland is an excellent institution for low cost, high quality education. I wish that everyone in the area would realize Lakeland's potentials and give it a go when they are interested in higher education.

127. I am satisfied with the transfer of knowledge that L.C.C. has given to me, especially in the technical courses. I will advise many others to attend this fine junior college.

129. Attending Lakeland has completely altered my former prejudices against community colleges. I have found that many of the teachers are sincere and excellent. I feel I am not merely a number. Smaller classes are truly beneficial.

135. I went to O.S.U. for my freshman year and the thing L.C.C. has that really impressed me are the small size classes and the individual attention from teachers and counselors.

139. The Humanities course I took in 1974 with Mrs. _____ and the Educational Psychology course with Prof. _____ were excellent in all areas of growth listed above. Geography, Comp. Rel., and Philosophy also contributed to my growth.

143. I felt that I was limited in my course selection at times.

156. I wish Lakeland was a four-year university.

164. Lakeland should have better knowledge of the transfer regulations and requirements of other higher institutions.

163. I think particular work should be done in the area of Accounting for specialization purposes.

166. I do not feel that filling out this questionnaire should be a requirement for receiving a diploma.

171. I would like to thank Mr. _____ of the admissions office for all of his help in counseling.

Comments: AAB Degree

Accounting

180. Have found after six months I cannot find a job. Thought Career Placement Office would help a little more than they did.

183. Loved attending Lakeland because it made me grow in maturity and helped me understand people better.

AAB Comments (cont.)

Business Management

197. I feel that your Career Placement Office should work closer with graduating students. I personally feel they were no help to me. I went for assistance several times.

198. Offer subjects that get below surfaces. All but one business course simply floated. Advertising was taught with some depth and I got much from it.

208. Lakeland has been a tremendous school for me. I will try my best to get more students here.

Data Processing

223. The first year of my program was great concerning D.P.; the second year was the worst I have ever had.

Graphics Technology

226. This college I am happy to say made it possible for me to take on extra schooling after high school for a reasonable cost.

Industrial Management

231. Education helps job applicant get in the door--hard work keeps them there.

233. I am very grateful that such an institution as Lakeland was available and afforded me the opportunity to pursue a higher education in the area that I plan to make my career.

Retailing

238. Some of the courses in my program of study were a complete waste of time. But because they were required, I had to take them. I feel the course requirements for some of the programs should be re-evaluated by the college.

Secretarial Science

243. I really don't feel that the failure of the classes is the result of the teachers. Most of them are very competent. It's the fault of the school system. They have failed to properly set up courses that would truly help the student. Instead they gave worthless subjects to waste time.

245. The specific field for which I studied for did not help me at all in my job, which is related.

AAB Comments (cont.)

Secretarial Science

246. It's disgusting to be required to take so many classes that you don't need for your career. It doubled up the workload, puts unnecessary pressure on us, and lowers our point average if we don't do well in them.

249. I don't think that in the Secretarial program the students should be required to take Accounting 120 or especially 130. I also don't think that the Economics series should be required either. I think a basic course in Economics should be sufficient. There are more important subjects that could be taken or the Secretarial courses could be concentrated on more.

252. I think that some of the courses required in the legal option of the Secretarial program are useless. These courses include such things as Office Machines and Accounting 130. I am presently employed as a legal secretary, and I have yet to use my knowledge in either of these two courses.

253. I thoroughly enjoyed my two years of study here. I hope to return in the near future to take some personal interest courses that I didn't have time to take while working toward my degree.

Comments: AAS Degree

Dental Hygiene

262. I think this school could be offering much more than it is when it comes to the arts, but I have to say in the past two and one half years I have seen much growth. The faculty on the whole has been outstanding as far as helping the student. I only wish I could be proud of graduating from here but Lakeland has not given me that.

268. Thank you for giving me the opportunity to attend Lakeland.

276. This questionnaire is typical of L.C.C. policies. The profs. are good, they care, but it is not much of a college atmosphere.

281. Thank you for the opportunity for education in the field I am so greatly interested.

Medical Lab Technician

287. With many years of working experience prior to my L.C.C. education and my two years of college education prior to L.C.C. admission, I feel that Lakeland could not contribute much in social, cultural, and personal growth as compared to previous exposures to such. Questions such as these do not fully reflect the student's gains since each student starts out with different types of exposure.

AAS Comments (cont.)

Medical Lab Technician

296. I enjoyed my education at Lakeland greatly. I also had attended Miami University, and I would have to say Lakeland was a much more helpful experience in all ways but especially education.

Nursing

309. My educational experience at L.C.C. has been enjoyable and it has fostered interest in many areas of learning I had not previously considered.

329. I feel Lakeland has improved in the past couple years. Very much has been done to improve parking, more room, interesting activities. Being in the Nursing program I found out too late, however, about many of the activities. Nursing department informed about activities would help.

342. Nursing Program: To make first year Nursing requirements more rigid, thereby, eliminating in the first year any student that cannot potentially pass the program.

357. I believe that Lakeland is one of the best things that's ever happened to me. I didn't get to college after high school so I'm really appreciative of this opportunity. Even if I were to not use my Nursing, I would still feel that it was a very worthwhile personal growth experience.

360. For comparison of #23 and #24 - It may be that things of very much importance were fulfilled some what prior to college as many of us are long past high school graduation.

361. This college has prepared me for a career that is both satisfying and challenging. Without the opportunities that exist at this institution, I would never have been able to continue my education.

Law Enforcement

349. Very satisfying and gratifying education here at L.C.C.

352. There are too many philosophical courses with only a few specific instructional courses. There should be more courses in technique teaching. Our experience in the criminal process classes proves this.

353. Lakeland has a great idea - more fields to choose from would help.

Electronic Engineering

369. I think that this questionnaire should be totally voluntary <u>not mandatory</u> for graduation.

AAS Comments (cont.)

Electronic Engineering

375. Why is it manditory to have this questionnaire filled out before we can receive our diplomas!!! I feel that this should not be required for graduation.

380. Why do you have to answer this question sheet before you can get your diploma?

Industrial Engineering Technology

384. Thank you for making my life more secure and bearable.

Child Development

398. I would like to suggest that someone with experience and knowledge of the Pre-School Education be in charge of the Early Childhood Program at Lakeland. This would help the students when they try to communicate their concerns.

Appendix B

STEPS FOR JUNE 1975 FOLLOW-UP

1. Obtained a list of potential graduates from counseling early in May. Had labels for the questionnaires and envelopes for the letters prepared in Data Processing at this time.
2. Prepared a letter to be mailed out to all potential graduates from the Dean of Student Services stating that the graduates are to complete a questionnaire. The dates, time, and place where the questionnaire will be available to them was listed in the letter. See Exhibit 1.
3. Sent a reminder letter to the prospective graduates from the Director of Admissions to remind them to complete the questionnaire before graduation. See Exhibit 2.
4. Prepared the questionnaires with a preprinted label for each potential graduate with their name, address, student I.D. number, birth date, and sex listed, and a supplementary sheet asking for their place of employment or where they were planning to continue their education. See Exhibit 3.
5. After graduation obtained a list from counseling of the names and programs of the actual graduates.
6. Sorted all completed questionnaires for those who were actual graduates in June.
7. Mailed a questionnaire and cover letter in August to the graduates who still did not have a completed questionnaire on file. See Exhibit 4.
8. Had all completed questionnaires keypunched and tabulated for use with the student outcome module software package for NCHEMS.

9. In Spring mailed a post follow-up questionnaire and cover letter to any AAB or AAS graduate who: did not respond in May or June or at that time indicated they were seeking an employment in their field. See Exhibit 5 and 6.

Exhibit 1

LAKELAND COMMUNITY COLLEGE

MENTOR, OHIO 44060 / 951-1000

May 16, 1975

Dear Graduate:

Your help is needed to provide information vital to the continuing evaluation of Lakeland Community College. State and federal agencies require us to report graduate follow-up statistics. I know we can count on you to provide this data since all former graduates have given their willing cooperation in this effort and all future graduates will be asked for the same type of information.

The Research Office is cooperating with Student Services in this effort and will compile the data. Results of this follow-up will be evaluated in terms of goals and objectives of Lakeland Community College. Your cooperation now in responding to this questionnaire will assist Lakeland in better serving its current and future students and the people of Lake County. Individual statistics will be kept strictly confidential since the survey results will be used in statistical summary only.

For your convenience, instead of contacting you by mail, a questionnaire in your name is waiting for you at:

THE INFORMATION DESK, A BUILDING, FIRST FLOOR, LOCATED ACROSS FROM THE ADMISSIONS OFFICE.

Would you please get your copy and fill it in. The following times are available to you:

TUESDAY TO FRIDAY, MAY 27 TO MAY 30; AND MONDAY, JUNE 2

BETWEEN THE HOURS OF 8 - 11:30 A.M., &
1 - 8:30 P.M.

This will take you approximately five minutes. Someone will be available to assist you and/or answer questions if needed.

Thanks so much for your help. Let us hear from you! Congratulations on taking your next career step.

Sincerely,

Chris Artale

Chris Artale, Dean
Student Services

Exhibit 2

LAKELAND COMMUNITY COLLEGE

MENTOR, OHIO 44060 / 951-1000

June 1975

Dear Prospective Graduate:

As you know, Commencement this year is June 22. This office will make every effort to have your diploma ready so that you will receive it June 22. However, if you owe the College any monies, the Library any books, or have not returned Mr. Artale's questionnaire, it will not be possible to release your diploma.

To be sure, please check with the Library, the Accounting Office and the Admissions Office to be certain that your record is clear.

Very truly yours,

F. M. Williams
Director of Admissions

FMW/dh

National Center for Higher Education Management Systems

STUDENT OUTCOMES QUESTIONNAIRE

FOR PROGRAM COMPLETERS

TO THE STUDENT

This questionnaire is part of a study your school is undertaking in order to understand better some of the most important outcomes of postsecondary education — its effects on students. Your responses to the questions contained here will provide a broad picture of your educational and occupational goals and plans. This information in turn will help your institution to provide the best possible educational program for its students.

The questionnaire is brief, but your response to it is very important. Your answers will be tabulated along with those of other students. All the information you furnish will be treated confidentially. Thank you for your help, and best wishes.

Exhibit 3-a

STUDENT OUTCOMES QUESTIONNAIRE
FOR PROGRAM COMPLETERS

1. [1-18] Name _____ (Please Print) Last _____ First _____ Middle/Maiden Date ____ / ____ Mo. Yr.

2. [1-18] Home Street Address _____ (Please Print)

[1-18] City _____ [43] State _____ [56] Zip Code _____

3. [8] Student I.D. Number _____

4. [1-8] Date of Birth ⌊_⌋⌊_⌋⌊_⌋⌊_⌋ Mo. / Yr.

5. [22] Sex: ___ (1) Female ___ (2) Male

6. [23] Civil Rights Category (PLEASE CHECK ONE):
   - _____ (1) American Indian or Alaska Native
   - _____ (2) Asian or Pacific Islander
   - _____ (3) Black/Negro
   - _____ (4) Hispanic
   - _____ (5) White, Other than Hispanic

The following questions concern your work on the degree or certificate you are now receiving.

7.A. [24] Which of the following types of degree or certificate are you receiving? (PLEASE CHECK ONE) (√)
- ___ (1) Certificate
- ___ (2) Diploma (Other than those listed below)
- ___ (3) Associate degree
- ___ (4) Bachelor's degree
- ___ (5) Master's degree
- ___ (6) Professional degree (Includes *only* dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
- ___ (7) Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)
- ___ (8) Other (Please specify) _____

B. [25] From the list that appears on the reverse, please select the entry that most closely corresponds to your field of study and write its 3-digit code number in the space below.

50 Field of study: ⌊_⌋⌊_⌋⌊_⌋ _____

8. [28] Please give the date when you first entered this school to begin work on the above degree or certificate. ⌊_⌋⌊_⌋⌊_⌋⌊_⌋ Mo. / Yr.

9. [32] When you entered, did you transfer any credits from another institution that were applied to this degree or certificate? (PLEASE CHECK ONE)
___ (1) Yes ___ (2) No

10. [33] What is the cumulative overall grade point average that you have earned while working on this degree or certificate? (PLEASE FILL IN)
⌊_⌋⌊_⌋⌊_⌋

11. [36] Please write in below the number of terms (e.g., semesters, quarters) that you attended this institution, both full-time and part-time, in earning this degree or certificate.
⌊_⌋⌊_⌋⌊_⌋ Full-time (No. of terms) ⌊_⌋⌊_⌋⌊_⌋ Part-time (No. of terms)

Exhibit 3-b

The following questions concern your *current* and *long-run* occupational plans and activities.

12. [42] Are you currently working at or have you secured a full-time job (35 hours or more a week) in which you plan to work once you complete your current degree or certificate program here? (PLEASE CHECK ONE)
(√)
___ (1) Yes (GO to question 13)
___ (2) No, but I am looking for one (SKIP to question 17)
___ (3) No, but I intend to look for one within the next 6 months (SKIP to question 17)
___ (4) No, and I do not intend to look for one within the next 6 months (SKIP to question 17)

13. [43] From the list that appears on the reverse, please select the entry that most closely corresponds to this job and write its 3-digit code in the space below.
Occupation: [ ][ ][ ] _____

14. [46] Which of the following statements best describes how you regard this job at this time? (PLEASE CHECK ONE)
(√)
___ (1) Temporary job until a better one can be found
___ (2) Temporary job while waiting to report to a new job
___ (3) Temporary job to earn money to do something else (e.g., travel, school, have free time)
___ (4) Job with *possible* career potential
___ (5) Job with *definite* career potential
___ (6) Other (Please specify) _____

15. [47] What is the gross salary or wage you (will) receive on this job? (PLEASE FILL IN ONE)
[52]
$[ ][ ][ ][ ][ ] (1) per year
$[ ][ ][ ][ ][ ] (2) per week
$[ ][ ][ ][ ] (3) per hour
_____ (4) Don't know yet
(Check)

16. [53] To what extent is this job related to the field of study for the degree or certificate you are receiving? (PLEASE CHECK ONE)
(√)
___ (1) Not related
___ (2) Somewhat related
___ (3) Directly related

17. [54] What kind of career do you expect to have *in the long run?* From the list that appears on the reverse, please select the entry that most closely corresponds to your *long-run* career expectations and write its 3-digit code in the space below.

Occupation: [ ][ ][ ] _____

The following questions concern your *current* and *long-run* educational plans and activities.

18. [57] Have you applied for admission to one or more educational programs (either here or at another school) which would result in your earning another degree or certificate? (PLEASE CHECK ONE)
(√)
___ (1) Yes, I have applied (GO to question 19)
___ (2) No, but I intend to apply within the next year (SKIP to question 22)
___ (3) No, and I do *not* intend to apply within the next year (SKIP to question 22)

19.A. [58] What kind of degree or certificate would result from the program(s) to which you have applied? (PLEASE CHECK ONE)
(√)
___ (1) Certificate
___ (2) Diploma (Other than those listed below)
___ (3) Associate degree
___ (4) Bachelor's degree
___ (5) Master's degree
___ (6) Professional degree (Includes *only* dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
___ (7) Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)
___ (8) Other (Please specify)_____

B. [59] From the list that appears on the reverse, please select the entry that most closely corresponds to the field of study you plan to pursue and write its 3-digit code number in the space below:

Field of study: [ ][ ][ ] _____

20. [62] Have you been *admitted* to any of the programs to which you have applied? (PLEASE CHECK ONE)
____ (1) Yes (SKIP to question 22)
____ (2) No (GO to question 21)

21. [63] Have you received a decision from *all* of the programs to which you applied? (PLEASE CHECK ONE)
____ (1) Yes
____ (2) No

22.A. [64] Regardless of whether you are going on to another educational program at this time, what is the *highest* degree or certificate you eventually intend to complete? (PLEASE CHECK ONE)
(√)
___ (1) Certificate
___ (2) Diploma (Other than those listed below)
___ (3) Associate degree
___ (4) Bachelor's degree
___ (5) Master's degree
___ (6) Professional degree (Includes *only* dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
___ (7) Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)
___ (8) Other (Please specify) _____
___ (9) Undecided

B. [65] From the list that appears on the reverse, please select the entry that most closely corresponds to the field of study for the degree above and write its 3-digit code number in the space below.

Field of study: [ ][ ][ ] _____

23. There are many reasons for pursuing education, some of which are listed below. In thinking over your educational experience, how much do you think *this institution* contributed to your progress in each area? (Check the appropriate box to the right of each category.)

		No Progress (1)	Little Progress (2)	Moderate Progress (3)	Much Progress (4)	Very Much Progress (5)
1681 A.	*Intellectual Growth:* Your ability to understand and use concepts and principles from several broad areas of learning.					
1691 B.	*Social Growth:* Your understanding of other people and their views; your experience in relating to others.					
1701 C.	*Aesthetic and Cultural Growth:* Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.					
1711 D.	*Educational Growth:* Your understanding of a particular field of knowledge; your preparation for further education.					
1721 E.	*Vocational and Professional Growth:* Your preparation for employment in a particular vocational or professional area.					
1731 F.	*Personal Growth:* Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.					

24. How important is that progress to you? (Check the appropriate box to the right of each category.)

		Of No Importance (1)	Of Little Importance (2)	Of Moderate Importance (3)	Of Much Importance (4)	Of Very Much Importance (5)
1741 A.	*Intellectual Growth:* Your ability to understand and use concepts and principles from several broad areas of learning.					
1751 B.	*Social Growth:* Your understanding of other people and their views; your experience in relating to others.					
1761 C.	*Aesthetic and Cultural Growth:* Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others.					
1771 D.	*Educational Growth:* Your understanding of a particular field of knowledge; your preparation for further education.					
1781 E.	*Vocational and Professional Growth:* Your preparation for employment in a particular vocational or professional area.					
1791 F.	*Personal Growth:* Your development of attitudes, values, beliefs, and a particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and adaptable and to make decisions about your own future.					

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25. 1801 Do you have any other comments or suggestions you would like to make? Thank you again for your help!

Exhibit 3-e

EXHIBIT 3-F WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

PLEASE ANSWER IF THIS APPLIES:

26. If you are planning to continue your education, which of the following colleges or universities will you attend?

- ☐ 1. Bowling Green State University
- ☐ 2. Cleveland State University
- ☐ 3. Garfield Senior College
- ☐ 4. Kent State University
- ☐ 5. Other (Specify)_____
- ☐ 6. Don't know yet.

27. I plan to attend the above college: ☐ Full-Time ☐ Part-Time

If you are currently working at or have secured a full-time job (35 or more hours a week) in which you plan to work after you complete your current degree year, please answer the following:

28. I am/will be employed by_____
Address_____

29. My job title is or will be_____

30. Did you use the services of the Lakeland Career Placement Office in obtaining the above position?

☐ Yes ☐ No ☐ Didn't know there was one.

Exhibit 4

LAKELAND COMMUNITY COLLEGE

MENTOR, OHIO 44060 / 951-1000

August 1, 1975

Dear Graduate:

Several weeks ago, we asked all Lakeland Community College graduates to complete a graduate follow-up questionnaire to provide information vital to the continuing evaluation of Lakeland Community College. State and Federal agencies require us to report graduate follow-up statistics. Our records indicate you have not as yet completed a questionnaire.

Your cooperation now in responding to this questionnaire will assist Lakeland Community College in better serving its current and future students and the people of Lake County. Individual statistics will be kept strictly confidential since the survey results will be used in statistical summary only. For your convenience a questionnaire is enclosed and a return envelope.

This will take you approximately five minutes. Should you have any questions, please call the Research Office, Extension 295 or 297.

Thank you for your prompt attention to the enclosed, and for your cooperation in this effort. Please return the questionnaire by August 28th.

Sincerely,

Mary Alice Valvoda

Mrs. Mary Alice Valvoda
Director of Research Services

MAV/mh

Exhibit 5

LAKELAND COMMUNITY COLLEGE

MENTOR, OHIO 44060/ 951-1000

Dear Graduate:

During the June 1975 graduation, all students were asked to fill out a questionnaire for information concerning their education and job activities following graduation from Lakeland.

Either we never received a response from you or your response indicated that you were unemployed.

Lakeland Community College, as well as all other institutions in the state of Ohio, are requested by the Ohio Board of Regents to provide follow-up statistics on their graduates. The purpose of this follow-up is to provide statistics to the Ohio Board of Regents as well as provide information vital to the continued evaluation of Lakeland Community College. Your response is necessary.

Thank you for your prompt attention to the enclosed and for your cooperation in this effort.

Very truly yours,

Mary Alice Valvoda

Mary Alice Valvoda
Director of Research Services

MAV:ew/164

Enc.

Student Outcomes Questionnaire
For Lakeland Community College June 1975 Graduates

Dear Graduate:

This questionnaire is brief, and your response to it is extremely important. Your answers will be tabulated along with those of other students. All the information you furnish will be treated confidentially. Individual data will be strictly confidential since the results of this survey will be used in statistical summary only. Thank you for your help and best wishes. Please return by _____.

If this is not your current mailing address, please correct the label.
Please answer each question with one answer only.

1. (42) Are you currently working at or have secured a full-time job (35 hours or more a week) since graduating from Lakeland Community College?
___ (1) YES, (Now answer questions 2 through 7)
___ (2) NO, but I am looking for one
___ (3) NO, but I intend to look for one within the next 6 months
___ (4) NO, and I do not intend to look for one within the next 6 months

2. (53) To what extent is this job related to the field of study for the degree you received from Lakeland Community College?
___ (1) Not related
___ (2) Somewhat related
___ (3) Directly related

3. (46) Which of the following statements best describes how you regard this job at this time?
___ (1) Temporary job until a better one can be found
___ (2) Temporary job while waiting to report to a new job
___ (3) Temporary job to earn money to do something else
___ (4) Job with possible career potential
___ (5) Job with definite career potential
___ (6) Other, (please specify) _____

4. (47) What is the gross salary or wage you (will) receive on this job?
   $ _____. Per year
   $ _____. Per week
   $ _____. Per hour
   $ _____ Don't know yet
   (check)

5. I am/will be employed by _____
   Address _____

6. My job title is (will be) _____

7. Did you use the services of the Lakeland Career Placement Office in obtaining the above position?
   ___ (1) YES
   ___ (2) NO
   ___ (3) Didn't know there was one

8. (57) Are you continuing your education?
   ___ (1) YES (Now answer questions 9 through 11)
   ___ (2) NO, but I intend to apply within the next year
   ___ (3) NO, and I do not intend to apply within the next year

9. (58) What kind of degree or certificate will result from your continuing education?
   ___ (1) Certificate
   ___ (2) Diploma
   ___ (3) Associate Degree
   ___ (4) Bachelor's Degree
   ___ (5) Master's Degree
   ___ (6) Professional Degree (Include only dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law and theology)
   ___ (7) Doctor's Degree (e.g., Ph.D., Ed.D., D.B.A.)
   ___ (8) Other (please specify) _____

10. Which of the following colleges or universities are you or will you attend?
   ___ (1) Bowling Green State University
   ___ (2) Cleveland State University
   ___ (3) Garfield Senior College
   ___ (4) Kent State University
   ___ (5) Other (please specify) _____
   ___ (6) Don't know yet

11. I plan to attend the above
   ___ (1) Full-time
   ___ (2) Part-time

Please return to:

Research Office
Lakeland Community College
Mentor, OH 44060

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 9 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES